

Nebraska ELL Program



**GUIDE FOR
ADMINISTRATORS**
Nebraska Department of Education

2013

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INTRODUCTION

The purpose of this document is to assist schools in developing programs for English Language Learners in order to meet State and Federal requirements. The Office for Civil Rights (OCR) is responsible for enforcing Title VI of the Civil Rights Act of 1964, which prohibits discrimination based on race, color, or national origin. The U.S. Supreme Court's decision in *Lau v. Nichols* affirmed that school districts must take steps to help ELL students overcome language barriers and ensure that they can participate meaningfully in the districts' educational programs. In addition, under Title III of the Elementary and Secondary Education Act (ESEA), ELLs must show increased academic achievement in content areas each year, while learning English. Schools in Nebraska are also subject to implementing the provisions of *Rule 15: Regulations and Procedures for the Education of Students with Limited English Proficiency in Public Schools*.

While many of Nebraska's English language learners are concentrated in urban areas, many smaller, more rural communities are experiencing an influx of language-minority students. Schools in these locations are unlikely to have the large numbers of bilingual and ESL teachers and other resources enjoyed by schools in larger communities. This change in the number of limited English proficient (LEP) students presents a new challenge to many Nebraska districts. This document attempts to serve as a resource for school administrators in both large and small districts.

Federal law requires programs that educate children with limited English proficiency to be:

- (1) based on a sound educational theory;
- (2) adequately supported, with adequate and effective staff and resources, so that the program has a realistic chance of success; and
- (3) periodically evaluated and, if necessary, revised.

OCR does not require or advocate a particular program of instruction for ELL students and nothing in federal law requires one form of instruction over another. Therefore, this guide attempts to combine the three requirements of federal law and regulations in Nebraska State Rule into one resource guide aimed at helping administrators understand requirements and implement ELL programs. The companion *Nebraska ELL Program Guide for Teachers* provides additional information related to the instructional needs of ELLs.

The purpose of *Title 92, Nebraska Administrative Code, Chapter 15* is to enable each limited English proficient student to become proficient in listening, speaking, reading, and writing. The rule requires schools to:

- Identify students in need of services
- Implement a language instruction educational program
- See that staff members are endorsed or have received professional development
- Ensure students participate in the state assessments with appropriate accommodations
- Exit students when they have attained English proficiency
- Conduct an annual program review

ELL PROGRAM REQUIREMENTS

The limitations of not knowing the language affect the ELL student's ability to participate meaningfully in education programs and achieve high academic standards. It is the responsibility of schools to ensure that ELL students have equal access to a quality education that enables them to progress academically while learning English. The exact services to be provided are not specified by federal or state law; however, legislation and policy updates provide broad outlines. The Office for Civil Rights, under the U.S. Department of Education, has created resource materials for schools to develop programs that meet the federal requirements.

Programs for English Language Learners: Resource Materials for Planning and Self-Assessment (1999) can be downloaded at <http://www2.ed.gov/about/offices/list/ocr/ell/index.html>

The following are essential elements in a quality program.

Identify Students as Potential ELLs

Districts are required to identify students who have a home language other than English. All new students to a district should complete a Home Language Survey (HLS). A sample HLS with the three questions required by Rule 15 is available at www.TransACT.com. TransACT is provided to all Nebraska schools at no charge. Many of the documents are available in multiple languages. A sample may also found in Appendix A of Rule 15.

The three required questions are:

1. What language did your child first learn to speak?
2. What language is spoken most often by your child?
3. What language does your child use most frequently use at home?

If any language *other* than English is indicated on the HLS, an English language assessment must be administered.

If possible, have an interpreter available to assist in the registration process.

Assess Student's Need for ELL Services

If a student indicates a language *other* than English on the HLS, an English language assessment must be administered to determine if the student is limited English proficient.

This assessment should measure the student's level of English proficiency in listening, speaking, reading, and writing. Some commonly used assessments in Nebraska include: Language Assessment Scales (LAS), IDEA Proficiency Test (IPT), Woodcock-Muñoz, and Tennessee English Language Proficiency Assessment (TELPA). If the district does not have English language assessments, contact the local Educational Service Unit (ESU) or the Nebraska Department of Education (NDE) for information on obtaining assessment materials.

A student's grade level placement must be age appropriate. Students should not be placed in lower grades based on English proficiency.

Additional considerations:

- How much previous education does this student have in the United States and/or the home country?
- What are his/her language and literacy proficiency levels in English and in the first language?
- How much support is there at home for first language literacy and/or English development?
- Do prospective teachers understand the second language acquisition process and know what to expect at different levels of English proficiency? See *The Six Stages of Language Acquisition* for additional information.
- Do prospective teachers know how to use effective teaching strategies for ELLs?
- What additional resources are available to meet the student's language and academic needs?

Develop a Program

Under Title I and Title III of The Elementary and Secondary Education Act, districts are required to meet two goals for any English language learning program.

GOAL #1: English language development in the areas of listening, speaking, reading and writing

GOAL #2: Ability to participate meaningfully in the educational program (content areas)

Under Rule 15, districts are to implement a language instruction educational program that:

- is designed to provide a systematic approach to teaching the English language to LEP students
- is a research-based approach the effectiveness of which has been demonstrated and which is based on educational theories that are recognized as sound by experts in the field
- is designed for the purpose, and has the effect, of developing the English proficiency of LEP students so that students can meet academic standards using the English language

There are several variables that influence a district's decision to develop a specific type of program for the instruction of English language learners. These include:

DEMOGRAPHICS-

Districts and schools may find themselves with many different types of students who are English language learners. Some districts have a large, relatively stable population of ELL students who share the same language and cultural background. Other districts may have to respond to a sharp upsurge in ELL students from a particular language background, such as the students of Mexican, Russian, Somali, or Vietnamese heritage. Still other districts may have a small number of students from a great number of different language backgrounds.

STUDENT CHARACTERISTICS-

The circumstances of individual students can also influence the choice of program. Some students will enter school with no understanding of English. Others will know enough English to be understood on the playground, but will face significant challenges with academic content (classroom) language. A student's academic background and whether in primary or secondary school must also be considered. For example, some ELL students enter US schools from countries where they have already learned to read and write in their first language, and where they have achieved a level of academic mastery that is on par with (or more advanced than) their US peers. Others come from impoverished or war-torn backgrounds in countries that offer little or no formal schooling.

AVAILABLE RESOURCES-

The resources that schools have to work with and the ability to implement a particular program will vary a great deal from district to district. Nationwide there are shortages of certified bilingual, ESL, and foreign language teachers. Some districts have a large, stable community group with similar language backgrounds that make it easier to recruit qualified bilingual teachers and paraprofessionals. Still other districts will have difficulty finding native language speakers.

See *ELL Program Models* for descriptions of ELL programs.

Ensure Adequate and Effective Resources

FEDERAL: Title I of ESEA

ELL students can participate in Title I Targeted Assistance programs in the areas of Reading and Math. The district must have a process for identifying children as eligible for services that does not automatically exclude ELL/LEP children. Districts are reminded that Title I is a supplemental service and the program is IN ADDITION TO the district's ELL program.

FEDERAL: Title III of ESEA

School districts must use Title III funds to provide high-quality language instruction programs that are built on scientifically based research, and that have demonstrated that they effectively increase English proficiency and student achievement. Districts are required to provide high-quality professional development to classroom teachers, principals, administrators, and other school or community-based organizational personnel in order to improve the instruction and assessment of limited English proficient (LEP) students. Title III funds must be used to supplement the level of Federal, State, and local funds that, in the absence of Title III funds, would have been expended for programs for ELL/LEP children. [Section 3115(g) of ESEA]

Districts are held accountable for making adequate yearly progress (AYP) as described in Title I and meeting all Title III annual measureable achievement objectives (AMAOs).

STATE: Limited English Proficiency (LEP) Plan

In accordance with state statute 79-1014, each school district designating a maximum limited English proficiency allowance greater than zero dollars shall submit a limited English proficiency plan for the next school fiscal year to the department. The plan must include an explanation of how the school district will address the following issues: identification of students with limited English proficiency, instructional approaches, assessment of students' progress toward mastering the English language, and an evaluation to determine the effectiveness of the elements of the LEP plan.

Develop Appropriate Evaluation Standards

Schools must develop criteria to determine when ELL services are no longer necessary, also called exit criteria. Schools must provide evidence that the student has mastered English and can participate meaningfully in the general education program. The exit criteria must be based on the requirements of Rule 15:

- Students in grades K-2 must receive a composite score of proficient on the annual state English language proficiency assessment and have a teacher recommendation
- Students in grades 3-12 must receive a composite score of proficient on the annual state English proficiency assessment or meet or exceed the standard on the state content reading assessment
- In special cases, students with verified disabilities may exit if a committee of educational and assessment personnel determine that the educational needs of the student are not affected by his or her degree of proficiency in English. The committee should include a member of the IEP team and other others knowledgeable of the language and educational needs of the student. Documentation must be maintained that the student's educational needs are not affected by his or her degree of proficiency in the English language. Please see *Rule 15: A Guide for Implementation* for more guidance.

After students have met the program's exit criteria, they must be monitored for academic success for two years. Students may be reassessed if unable to meaningfully participate in the educational program.

Assessment of ELLs

Both Rule 15 and Title III require LEP students to participate in the English Language Development Assessment (ELDA). In addition, LEP students are required to participate in the Nebraska State Accountability Reading (NeSA-R), Math (NeSA-M), Science (NeSA-S) assessments, and the Statewide Writing Assessment with approved accommodations. The district may exempt a **recently arrived** LEP student from the NeSA reading test for one reporting period.

- *Note: **Recently Arrived** LEP students are defined by the U.S. Department of Education as students with limited English proficiency who have attended schools in the United States for less than twelve months. The phrase "schools in the United States" includes only schools in the 50 States and the District of Columbia.*

A district must administer the state mathematics, science, and writing tests to recently arrived LEP students with approved accommodations. Please visit NDE's Assessment webpage for the latest guidance on Approved Accommodations for ELLs.

Assess the Success of the Program and Modify

OCR policy states that districts are required to modify their programs if they prove to be unsuccessful after a legitimate trial. Schools must meet the program goals of English language development and participation in the general educational program. Therefore, in order to comply with this requirement, it is necessary to periodically evaluate the program.

While federal law requires the ELL program to be periodically evaluated, it does not prescribe a particular approach. Rule 15, however, does require that the review be conducted annually and be kept on file with the superintendent. Required elements include:

- Examination of the practices, including the process for identifying LEP students, the implementation of the language instruction educational programs, staffing, assessment and accommodations, and the exit requirements.
- An analysis of LEP student data including performance on the annual English language proficiency assessment and performance on the state content assessments.
- Monitoring the academic progress of former LEP students for at least two years to compare their academic performance to non-LEP students.
- Make modifications to the program, if necessary, based on the review of the implementation practices and data analysis to assist students in overcoming language barriers in order to participate meaningfully in the core curriculum.

A sample process to follow can be found in *Rule 15: A Guide for Implementation*.

NDE has developed a *Continuous Improvement Process Toolkit* as a way to integrate and connect existing school improvement activities with new resources and tools to better assure continuous school improvement. The Toolkit was developed to help build on areas of excellence and to improve areas of low performance, and is based on research about Effective Schools. It provides suggestions in the areas of data collection and analysis, goal setting, planning for improvement, and plan implementation.

ELL PROGRAM MODELS

The Office for Civil Rights (OCR) does not require or advocate a particular program of instruction for ELL students and nothing in federal law requires one form of instruction over another. Federal law does require programs that educate children with limited English proficiency to be:

- based on a sound educational theory;
- adequately supported, with adequate and effective staff and resources, so that the program has a realistic chance of success; and
- periodically evaluated and, if necessary, revised.

Under federal law, students must be provided services until they are proficient enough in English to participate meaningfully in the district's overall education program.

Rule 15 requires districts to implement language instruction educational programs that:

- Are designed to provide a systematic approach to teaching the English language to LEP students
- Are research-based approaches of which the effectiveness has been demonstrated and which is based on educational theories that are recognized as sound by experts in the field
- Are designed for the purpose, and have the effect, of developing the English proficiency of LEP students so that students can meet academic standards using the English language

ELLs can benefit in regular classrooms when teachers use ELL friendly strategies for teaching content areas. These strategies increase comprehension, learning, and interaction through modeling, acting out, gesturing, showing diagrams, and doing hands-on activities and experiments. Math, science, art, music, and PE classes lend themselves to these types of activities. Certain subjects, such as language arts and social studies need special attention because they depend primarily on language.

It is important that the ELL curriculum be aligned to the *Nebraska K-12 Guidelines for English Language Proficiency*. The state required annual English language proficiency assessment—the ELDA, is aligned to the guidelines.

The research conducted by the Mid-Continent Research for Education and Learning (McREL) on effective instructional strategies has been expanded in *Classroom Instruction That Works with English Language Learners* (Hill and Flynn, 2006), to describe ways to use the best practice strategies with English Language Learners. The Nebraska Department of Education partnered with McREL to create a study guide to support teachers in working with these strategies. The guide is available on NDE's Title III webpage.

Schools in Nebraska use a variety of programs or combination of programs. Possibilities for instruction may include using the support of bilingual aides, an ESL teacher, a resource teacher, a content area teacher with ESL training, or a pull-out class. Schools with a low incidence of ELLs face additional challenges. Often financial and human resources are limited and staff members have not had experience working with diverse populations and ELLs. Some program considerations include:

Survey Current Curricular Resources

- Locate books on CD-ROM, audiocassette, or other formats that allow the students to listen as they follow along (especially with accompanying pictures). This gives students visual and auditory clues, which makes language more comprehensible.
- Districts often find computer-based language learning programs to be a good source of SUPPLEMENTAL language services. These programs are not meant to constitute the ELL program, but should complement it.
- Work with Media Specialists, Speech Language Pathologists or Special Education teachers for high-interest reading materials that use controlled vocabulary to support classroom concepts.
- Leveled readers/guided reading books are often excellent resources for ELL students. Vocabulary is essential for ELL's language development. Always think—vocabulary, vocabulary, vocabulary. This is important for ELL students to make language and content comprehensible. Consider the academic language used in the classroom. Teach ELL students what is expected. For example, explain what it means to “compare and contrast.”

Survey Staff Resources

- Native language support – It is not always practical or possible to use native language supports. Consider bilingual dictionaries or electronic translators. If there are human resources available, determine the role of this staff member. For example, will the primary job be to translate key concepts or to provide homework assistance?
- Paraprofessionals – These staff members can provide essential preview/review and other supports for the English Language Learner. Remember that they are NOT teachers and should not be working in that capacity.
- Teachers – When there are only a few ELL students in your district, it is often difficult to hire a full-time, ESL endorsed teacher. Some districts have paid teachers additional dollars to help teach ELL students during their planning periods. Other districts have been fortunate to hire retired teachers with expertise in language/literacy. Some schools have provided financial support for teachers to complete an ESL endorsement during the summer or online.

Scheduling Classes

- Age appropriate – Be sure to place ELL students in classes where the students are of similar ages.
- There are some classes that are more difficult for ELL students, especially at the middle and high school levels. Language Arts and Social Studies are more context-reduced.
- Texts may lack pictures that could help students gain meaning. In addition, students may not have prior knowledge on some subjects such as US History. This puts them at a disadvantage as they cannot rely on previous content knowledge.
- Granting credit – It is important to know the previous educational experiences of ELL students. For students in secondary schools, use transcripts to grant credits for courses studied in other countries.
- Literacy in English – Even when students are literate in their first language, it is important to learn literacy skills in English. These students will already know the process of reading, but will need to develop the skills specific to reading and writing in English. For Students with Interrupted Formal Education (SIFE), reading and writing instruction will be more intensive. The role of phonics may be limited, as the students need much more assistance with vocabulary development in order to comprehend what is being read.

Professional Development

- There are many opportunities for all teachers to learn strategies to successfully work with ELL students in the classroom. Approach the ESU, NDE, or local colleges and universities for additional information.

ELL Program Model Descriptions

Dual Language Program: Also known as *two-way bilingual education* or *two-way immersion education*, these programs are designed to serve both language minority and language majority students concurrently. Two language groups are put together and instruction is delivered through both languages. For example, in the United States, native English-speakers might learn Spanish as a foreign language while continuing to develop their English literacy skills and Spanish-speaking ELLs learn English while developing literacy in Spanish. The goals of the program are for both groups to become biliterate, succeed academically, and develop cross-cultural understanding.

Early Exit Bilingual Education: A form of transitional bilingual education (TBE) in which children move from bilingual education programs to English-only classes in the first or second year of schooling.

Late Exit Bilingual Education: Late exit programs provide bilingual instruction for three or more years of schooling. Late exit programs may be transitional or developmental bilingual programs, depending on the goal of the program.

English as a Second Language (ESL) Classes: ESL is an educational approach in which English language learners are instructed in the use of the English language. Their instruction is based on a special curriculum that typically involves little or no use of the native language, focuses on language (as opposed to content) and is usually taught during specific school periods. For the rest of the school day, students may be placed in mainstream classrooms, an immersion program, or a bilingual education program.

- **Pull-out ESL Program:** A program in which limited English proficient (LEP) students are pulled out of regular, mainstream classes for special instruction in English as a second language with an ESL teacher.
- **Push-In ESL Program:** A program in which students are served mainstream classrooms and receive instruction in English with some native support as needed. The English language instruction is provided within the mainstream classroom. This model could make use of co-teaching or coaching. If mainstream teachers deliver instruction, they must receive professional development in ESL strategies to meet the language and academic needs of the students.

Heritage Language Preservation: The language a person regards as their native, home, and/or ancestral language. This covers indigenous languages (e.g. Navajo) and immigrant languages (e.g. Spanish in the United States). The focus of instruction may be community-oriented and focused on language preservation and maintenance, or it might be on heritage language development.

Newcomer Program: A program that addresses the specific needs of recent immigrant students, most often at the middle and high school level, especially those with limited or interrupted schooling in their home countries. Major goals of newcomer programs are to acquire beginning English language skills along with core academic skills and to acculturate to the U.S. school system. Some newcomer programs also include primary language development and an orientation to the student's new community.

Sheltered Content Area Classes: An instructional approach used to make academic instruction in English understandable to ELLs to help them acquire proficiency in English while at the same time achieving in content areas. Sheltered English instruction teaches English language within the language of a content area. Content knowledge and skills are the goals. In sheltered classrooms, teachers use simplified language, physical activities, visual aids, and the environment to teach vocabulary for concept development in mathematics, science, social studies and other subjects.

Structured Immersion: In this program a class of ELL students, receive all of their subject matter instruction in English. The teacher receives extensive training on effective strategies to teach ELL students in the content classroom. Students may use their native language in class; however, the teacher uses only English. The goal is to help minority language students acquire proficiency in English while at the same time achieving in content areas.

For additional information on ELL programs see, *Rule 15: A Guide for Implementation*.

THE SIX STAGES OF SECOND LANGUAGE ACQUISITION

Pre-production	This is also called "the silent period," when the student takes in the new language but does not speak it. This period often lasts six weeks or longer, depending on the individual.
Early production	The individual begins to speak using short words and sentences, but the emphasis is still on listening and absorbing the new language. There will be many errors in the early production stage.
Speech Emergent	Speech becomes more frequent, words and sentences are longer, but the individual still relies heavily on context clues and familiar topics. Vocabulary continues to increase and errors begin to decrease, especially in common or repeated interactions.
Beginning Fluency	Speech is fairly fluent in social situations with minimal errors. Social English is known as basic interpersonal communication skills (BICS). New contexts and academic language are challenging and the individual will struggle to express themselves due to gaps in vocabulary and appropriate phrases.
Intermediate Fluency	Communicating in the second language is fluent, especially in social language situations. The individual is able to speak almost fluently in new situations or in academic areas, but there will be gaps in vocabulary knowledge and some unknown expressions. There are very few errors, and the individual is able to demonstrate higher order thinking skills in the second language such as offering an opinion or analyzing a problem.
Advanced Fluency	The individual communicates fluently in all contexts and can maneuver successfully in new contexts and when exposed to new academic information. Academic language is known as cognitive academic language proficiency (CALP). At this stage, the individual may still have an accent and use idiomatic expressions incorrectly at times, but the individual is essentially fluent and comfortable communicating in the second language (BICS and CALP).

Adapted with permission from Colorín Colorado

STAGES OF CULTURE SHOCK

Culture shock is used to describe the changing emotions someone experiences when living in a new country. Recognizing culture shock is an important way for teachers and administrators to support ELL students in their new countries.

Experts agree there are stages to culture shock and people experience each stage at differing intensities and for different lengths of time. Once people get beyond the initial and most difficult stages, life in the new country gets much better.

STAGE ONE - -Excitement

The individual experiences a holiday or “honeymoon period” with the new surroundings. They feel very positive about the new culture, are overwhelmed with impressions, find the new culture exotic and fascinating, and are generally passive.

STAGE TWO - -Withdrawal

The individual now has some more face to face experience of the culture and starts to find things different, strange, and frustrating. They find the behavior of others unusual and unpredictable, begin to dislike the new culture and react negatively, feel anxious, start to withdraw, and begin to criticize, mock, or show animosity to others.

STAGE THREE - -Adjustment

The individual now has a routine, feels more settled, and is more confident in dealing with a new culture. They understand and accept the behavior of others, feel less isolated, and regain their sense of humor.

STAGE FOUR - -Enthusiasm

The individual now feels comfortable in the new culture. They enjoy being in the culture, function well in the culture, prefer certain traits of the new culture over their own, and adopt certain behaviors from the new culture.

RECOMMENDATIONS FOR ADMINISTRATORS

BUILD RELATIONSHIPS

- Get to know the students—Learn how to pronounce the ELL student names correctly. Listen closely as they pronounce their names or ask others to help you if you find the name difficult. Model the correct pronunciation so others can also say the names correctly. Don't "Americanize" their names.
- Provide personalized assistance—Some ELL newcomers may not answer voluntarily or ask for your help. Students may smile and nod, but this does not necessarily indicate understanding. Go to the student and offer individual assistance in a friendly way.

ORIENT THE STUDENT TO THE SCHOOL

- School tour—If possible, have a bilingual paraprofessional, student or teacher take the student on a tour to locate the important people and places in the school. Some schools have made videos for newcomers and their families in their native languages. These can be checked out and viewed together in the home.

RECOGNIZE AND RESPECT FAMILY CULTURE

- Invite the student's culture into the school—Encourage students to share their language and culture.
- Post pictures, label items and include literature in the native language whenever possible.

In general, be aware that everyone experiences some type of culture shock when moving to a new country. Listen to students and observe their behavior. Encourage students to maintain communication with friends and family. Phone calls and email are ways to keep in touch with their home country. Explain the benefits of a healthy lifestyle. Exercise, a balanced diet, and adequate sleep are important when coping with culture shock.

If students continue to have difficulty coping, connect them to professionals for additional counseling and support.

RESOURCES

Program Administration/Legal Obligations

English Language Learner Knowledgebase

http://c3ta.org/knowledgebases/English_Language_Learners.html

The English Language Learner Knowledgebase is an online resource supporting education professionals in the administration of programs for English language learner (ELL) students. It is divided into four components: resources for program administrators, resources for teachers, resources for parent advocates, and resources for educators of migrant students.

National Clearinghouse for English Language Acquisition (NELA)

<http://www.nela.gwu.edu>

The National Clearinghouse for English Language Acquisition (NELA) collects, coordinates and conveys a broad range of research and resources in support of an inclusive approach to high quality education for ELLs and is funded by the Office of English Language Acquisition, Language Enhancement and Academic Achievement for Limited English Proficient Students of the U.S. Department of Education.

Glossary of Terms:

http://www.nela.gwu.edu/files/rcd/BE021775/Glossary_of_Terms.pdf

National School Boards Association (NSBA); National Education Association (NEA)

<http://www.nsba.org/SchoolLaw/Issues/Equity/Undocumented-Children.pdf>

Legal Issues for School Districts Related to the Education of Undocumented Children.

This publication discusses 13 legal questions commonly asked by school board members and school administrators related to undocumented students. The booklet provides tentative answers that are designed to help school districts minimize their legal risks in light of current law.

Nebraska Department of Education (NDE): Title III—English Language Acquisition

<http://www.education.ne.gov/NATLORIGIN/>

The Title III webpage includes information on a variety of ELL topics, including: Rule 15, K-12 Guidelines for English Language Proficiency, annual language testing, content testing accommodations, professional development, and links to Federal guidance.

Office of English Language Acquisition, Language Enhancement, and Academic Achievement for Limited English Proficient Students (OELA)

<http://www.ed.gov/about/offices/list/oela/index.html>

The mission of the Office of English Language Acquisition, Language Enhancement, and Academic Achievement for Limited English Proficient Students is to provide national leadership to help ensure that English language learners and immigrant students attain English proficiency and achieve academically and assist in building the nation's capacity in critical foreign languages. The office identifies major issues affecting the education of English language learners, assists and supports State and local systemic reform efforts that emphasize high academic standards, school accountability, professional development and parent involvement.

Office for Civil Rights (OCR)

<http://www.ed.gov/about/offices/list/ocr/ell/december3.html>

The Office for Civil Rights, U.S. Department of Education developed these materials in response to requests from school districts for a reference tool to assist them through the process of developing a comprehensive English language proficiency or English language learners (ELL) program. These materials discuss helpful steps to follow in designing or revising a program. These materials are intended as a resource for district use, not a statement of specific new legal requirements. Included with these materials are a glossary, a resource list, and a series of ELL program flow charts.

TransACT

<http://www.transact.com>

TransACT provides a comprehensive set of legally-reviewed forms and notices in a wide range of languages for both native English and limited-English speaking parents. TransACT helps K-12 educators nationwide achieve compliance with complex parent notification requirements.

Instruction

Center on Instruction (COI)

<http://www.centeroninstruction.org>

The Center on Instruction supports the regional Comprehensive Centers as they serve state education leaders in the work of helping schools and districts meet the goals of No Child Left Behind—to close the achievement gap and improve teaching and learning for all students. They offer information on NCLB and best practices in reading, math, science, Special Education, and English Language Learning instruction; syntheses of recent scientific research on instruction; and opportunities for professional development. *Practical Guidelines for the Education of English Language Learners* is a series of three downloadable books. The guides provide evidence-based recommendations for policymakers, administrators, and teachers in K-12 settings who seek to make informed decisions about instruction and academic interventions for ELLs.

Eastern Stream Center on Resources and Training (ESCORT)

<http://www.easternstream.org/>

Resource guides to help busy (mainstream) teachers with practical, research-based advice on teaching, evaluating, and nurturing limited English proficient students.

National Association for Bilingual Education (NABE)

<http://www.nabe.org>

The National Association for Bilingual Education is the only professional organization at the national level wholly devoted to representing both English language learners and bilingual education professionals. NABE supports the education of English language learners through professional development opportunities for our members and works as an advocacy group for language minority students.

Nebraska Department of Education (NDE)

K-12 Guidelines for English Language Proficiency, Nebraska Department of Education

<http://www.education.ne.gov/NATLORIGIN/PDF/ELL%20Guidelines2011.pdf>

Sheltered Instruction Observation Protocol (SIOP) Model

<http://www.siopinstitute.net>

The Sheltered Instruction Observation Protocol (SIOP) Model (Echevarria, Vogt & Short, 2000) was developed to provide teachers with a well-articulated, practical model of sheltered instruction. The intent of the model is to facilitate high quality instruction for English Learners in content area teaching.

Identification/Assessment/Evaluation

IPT Tests

<http://www.ballard-tighe.com>

Language Assessment Scales (CTB McGraw-Hill)

<http://www.ctb.com>

Title III and ELDA Assessment at Nebraska Department of Education (NDE)

<http://www.education.ne.gov/NATLORIGIN>

Woodcock-Munoz (Riverside Publishing)

<http://www.riverpub.com/products/wmls/index.html>

Tennessee English Language Proficiency Assessment (TELP)

Contact the ELDA/TELP Helpline for information and samples at 888.612.0180 or email at elda@measinc.com.

General ELL Information

Center for Applied Linguistics (CAL)

www.cal.org

The Center for Applied Linguistics is a private, nonprofit organization working to improve communication through better understanding of language and culture. CAL is dedicated to providing a comprehensive range of research-based information, tools, and resources related to language and culture. CAL has earned a national and international reputation for its contributions to the fields of bilingual, English as a second language, literacy, and foreign language education; dialect studies; language policy; refugee orientation; and the education of linguistically and culturally diverse adults and children.

National Center for Culturally Responsive Educational Systems (NCCRESt)

<http://www.nccrest.org>

The National Center for Culturally Responsive Educational Systems (NCCRESt), a project funded by the U.S. Department of Education's Office of Special Education Programs, provides technical assistance and professional development to close the achievement gap between students from culturally and linguistically diverse backgrounds and their peers, and reduce inappropriate referrals to special education. The project targets improvements in culturally responsive practices, early intervention, literacy, and positive behavioral supports.

Teachers of English to Speakers of Other Languages (TESOL)

www.tesol.org

TESOL's mission is to develop and maintain professional expertise in English language teaching and learning for speakers of other languages worldwide.

Understanding Language: Language, Literacy, and Learning in the Content Areas

<http://ell.stanford.edu>

The initiative aims to improve education for all students—especially English Language Learners—in math, science, and English language arts; to develop knowledge and resources that help content area teachers meet students' linguistic needs as they address content standards. Understanding Language seeks to open a dialogue about language and literacy issues, bringing together leading thinkers, researchers, practitioners, and policy makers in the fields of language, literacy, mathematics, and science education.

Specialized Resources/Miscellaneous

Ethnologue

www.ethnologue.com

The purpose of the Ethnologue is to provide a comprehensive listing of the known living languages of the world. The demographic, geographic, vitality, development, and linguistic information can be useful to linguists, translators, anthropologists, bilingual educators, language planners, government officials, aid workers, potential field investigators, missionaries, students, and others with language interests.

Office of Migrant Education

<http://www.ed.gov/programs/mep/index.html>

The goal of the Migrant Education Program is to ensure that all migrant students reach challenging academic standards and graduate with a high school diploma (or complete a GED) that prepares them for responsible citizenship, further learning, and productive employment.

Office of Refugee Resettlement (ORR)

<http://www.acf.hhs.gov/programs/orr>

Founded on the belief that newly arriving populations have inherent capabilities when given opportunities, the Office of Refugee Resettlement (ORR) provides people in need with critical resources to assist them in becoming integrated members of American society.

Teachers Resources

Association for Supervision and Curriculum Development

www.ascd.org

ASCD is an educational leadership organization dedicated to advancing best practices and policies for the success of each learner.

Colorín Colorado

<http://www.colorincolorado.org>

Colorín Colorado is a free web-based service that provides information, activities and advice for educators and Spanish-speaking families of English language learners (ELLs). Colorín Colorado's mission is to find research-based and best-practice information about teaching reading to English language learners (ELLs) and use the power and reach of the Internet to make it widely available to parents, educators, and policymakers.

Dave's ESL Café

<http://www.eslcafe.com>

Resource for students and teachers with links to over 3,000 ESL related resources.

Education Alliance (Brown University)

<http://www.alliance.brown.edu/tcl/index.shtml>

The goal of this site is to help teachers work effectively and equitably with English language learners (ELLs) by providing access to research-based information, strategies, and resources for addressing the concerns of ELLs in the classroom and beyond.

EL Civics for ESL Students

<http://www.elcivics.com>

Free civics and holiday lessons, Powerpoints, and activities for students and teachers.

English Banana

<http://www.englishbanana.com>

Website with resources and printables for ESL.

Everything ESL

<http://www.everythingsl.net>

Website maintained by Judie Haynes, an ESL teacher from New Jersey.

Teaching Tolerance (Southern Poverty Law Center)

<http://www.tolerance.org>

Teaching Tolerance is dedicated to reducing prejudice, improving intergroup relations and supporting equitable school experiences for the nation's children. They provide free educational materials to teachers and other school practitioners in the United States and abroad.

The World Factbook (Central Intelligence Agency)

<https://www.cia.gov/library/publications/the-world-factbook/index.html>

The World Factbook provides information on the history, people, government, economy, geography, communications, transportation, military, and transnational issues for 266 world entities.